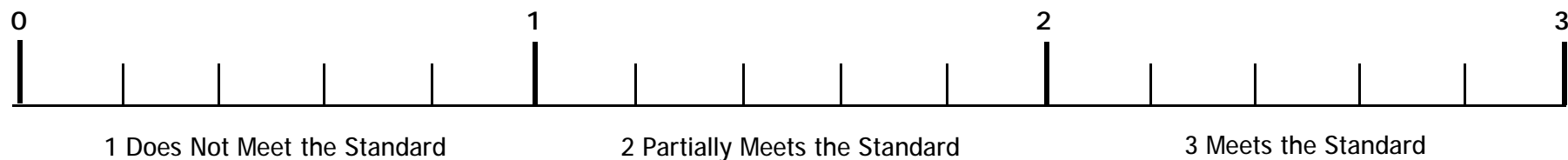# RUBRIC

Planning and Monitoring an Effective Induction Program
Based on Maine's Teaching Standards

Task: To design and implement an induction program based on Maine's Teaching Standards in which experienced teachers serve as mentors for beginning teachers for two years.

Place an X on the continuum at the bottom of each standards page to indicate
where your school system or district induction program currently stands in relationship to the standard.

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1 Does Not Meet the Standard   2 Partially Meets the Standard   3 Meets the Standard

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The framework for the Induction Program rubric is derived from Newton, Anne; et. al. (1994) Mentoring: A Resource and Training Guide for Educators. Stoneham MA: Learning Innovations— a division of WestED.

	1 Does Not Meet the Standard	2 Partially Meets the Standard	3 Meets the Standard
Standard 1: Supporting Policies and Procedures	Policies and procedures exist but refer only to certification requirements.	Policies and procedures exist but refer only to certification requirements. Only informal procedures exist for the district induction program.	Written policies and procedures exist, an induction handbook is developed, annually reviewed with all faculty and staff, and used to support the local induction program.
	No incentives are provided.	Mentor teachers are sometimes provided incentives; for example, stipends, release time.	Mentor teachers are consistently provided incentives that include stipends, release time, fewer duties, and teaching assignments and planning time in common with beginning teacher.
	No procedures are in place to provide beginning teachers and mentors with time for weekly meetings. The administration does not provide coverage for periodic classroom visits.	Informal procedures exist to provide beginning teachers and mentors with time for weekly meetings. The administration occasionally provides coverage for classroom visits.	Written procedures exist and are fully implemented to provide beginning teachers and mentors with time for weekly meetings. Coverage is provided for periodic classroom visits.
	Administrators and/or colleagues do not differentiate between experienced and beginning teachers when making assignments and schedules.	Administrators and/or colleagues attempt to differentiate between experienced and beginning teachers when making assignments. If beginning teachers must be assigned to work in more challenging settings, district administrators provide additional assistance and/or resources.	Administrators and/or colleagues differentiate between experienced and beginning teachers to ensure that assignments and schedules match the developmental levels of beginning teachers.
	There is no provision for content mentoring.	Mentors and beginning teachers are matched in content areas.	Mentors and beginning teachers are matched in content areas. Administrators and/or teacher leaders, facilitate and ensure that beginning teachers are informed about and utilize human resources and support materials in their content areas; for example, national/state content associations, K-16 partnerships.

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 1 Does Not Meet the Standard   2 Partially Meets the Standard   3 Meets the Standard
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Standard 2: Involving Key Shareholders	One shareholder group (e.g., all administrators or the certification committee) designs and plans the induction program.	The certification committee and administrators work together to design and plan the induction program and articulate desired outcomes.	A multi-representative team comprised of the certification committee, teachers representing all grade spans, administrator(s), representative(s) of the local teachers' association, and school committee member(s) are involved in designing and planning the induction program and articulate desired measures of success.

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1 Does Not Meet the Standard   2 Partially Meets the Standard   3 Meets the Standard

Standard 3: Process/Criteria for Selection of Mentor Teachers	1 Does Not Meet the Standard	2 Partially Meets the Standard	3 Meets the Standard
	No written criteria exist for selecting mentor teachers.	Written criteria for selecting mentor teachers are identified and used.	Written criteria for selecting mentor teachers are identified and used .Teachers complete an application.
	Building principals and/or certification committee "hand pick" mentor teachers.	The induction program committee selects mentors from a list of teachers "willing to mentor" with input from the building administrators.	The induction program committee, with input from the building principal, selects mentors from the applicant pool based on the degree to which they meet the criteria.
	Mentors and beginning teachers are matched with no consideration of grade level, content area, and/or geographic location.\n\nOR\n\nBeginning teachers select their own mentors.	Mentors and beginning teachers are matched by the induction program committee with limited consideration for grade level, content area, and/or location	Mentors and beginning teachers are matched by the induction program committee with input from the building principal, based on the specific needs of the beginning teacher, grade level, content area, location and the compatibility of individual styles of the mentors and beginning teachers.
	No exit plan exists in the event that the mentor/beginning teacher match does not work	The principal or certification committee arbitrarily assigns a different mentor in the event that the mentor/beginning teacher match does not work	An exit plan exists that, in the event the mentor/beginning teacher match does not work, both parties are "held harmless", and a new mentor is assigned.

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Standard 4: Procedures for Mentors	1 Does Not Meet the Standard	2 Partially Meets the Standard	3 Meets the Standard
	No defined roles and responsibilities exist for mentors.	Unwritten and commonly understood roles and responsibilities exist for mentors.	Written roles and responsibilities for mentors are clearly stated and are used by mentors and include such topics as: use of Maine Teaching Standards as basis for coaching, documented weekly meetings, confidential nature of the relationship between mentor and beginning teacher.
	Teachers with no mentor training work with beginning teachers.	Teachers without current mentor training mentor beginning teachers.	Teachers with 3 days of current mentor training mentor beginning teachers. (topics include: needs of beginning teachers and adult learners, Maine's Teaching Standards, active listening and questioning skills, cognitive coaching, data collection techniques, teachers' developmental stages, and the nature of the mentoring relationship)
	Mentors do not work with other mentors to improve their knowledge and skills related to the coaching cycle and updated mentor training is not provided to those already trained.	Mentors work occasionally with other mentors to improve their knowledge and skills related to the coaching cycle without designated professional development time and updated mentor training is not regularly provided.	Mentors are provided ongoing professional development that includes time to work regularly with other mentors to improve their knowledge and skills related to coaching and mentoring, and regular updating of mentor training.

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Standard 5: Professional Development/Support for Beginning Teachers	No orientation regarding the district induction program is provided for beginning teachers.	Before the school year begins, beginning teachers and mentors are provided a formal day long orientation planned by the administration and/or the induction committee that consists of: *information about district resources, personnel, procedures and policies. *a discussion of the district induction program including definitions of roles and responsibilities.	Before the school year begins, beginning teachers and mentors are provided: 1) a formal day long orientation planned by the administration and/or the induction committee that consists of: *information about district resources, personnel, procedures and policies. *a discussion of the district induction program including definitions of roles and responsibilities. 2) an additional 1-2 days for formal and informal induction activities planned by the administration and the induction program committee.
	Beginning teachers are offered only district mandated professional development sessions without beginning teacher input and choice.	Beginning teachers are allowed professional development opportunities outside the district with no consideration of their needs.	Beginning teachers are provided 2-3 professional development days, or the equivalent, and a choice of topics based on their expressed needs.
	The beginning teacher is only observed informally by the mentor	The beginning teacher is observed informally once by the mentor within the first month of school and mentors and beginning teachers participate in the coaching cycle once during the school year using Maine's Teaching Standards.	The beginning teacher is informally observed once by the mentor within the first month of school and mentors and beginning teachers participate in the coaching cycle a minimum of three times during the school year using Maine's Teaching Standards.

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Standard 6: Induction Program Evaluation	There is no evaluation of the induction program.	Evaluation of the induction program is conducted occasionally and only informal assessment tools are used.	Evaluation of the district induction program is conducted annually using both qualitative and quantitative data.
	There are no criteria for success used to measure the efficacy of the district induction program OR assessment of the induction programs focuses only on participant satisfaction and enjoyment.	Criteria for success are identified but not formally used when analyzing assessment results of the induction program.	Criteria for success of the district induction program are identified and used when analyzing evaluation results to make appropriate improvements to the program.

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1 Does Not Meet the Standard   2 Partially Meets the Standard   3 Meets the Standard